

CHAPTER V

DISCUSSION

In this chapter, the researcher would like to explain about the Implementation of Realia in teaching Analytical exposition text, the improvement of writing skill, and the response of the use of Realia to improve writing analytical exposition text on the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.

5.1 The Implementation of Realia in Teaching Writing Analytical exposition text of Eleventh Grade Students of SMK Tamansiswa Kudus in the Academic Year 2014/2015.

There were many activities when doing this research. The activities could be seen in the observathion sheet that had been completed by the researcher during learning process when the teacher applied Realia in the class. Based on the observation sheet in the first meeting in cycle 1, There were some unexpected condition happen started from greeting, there were several students were not ready to start their class because some of them still busy to clean the floor and out from their class. There were also some problems in main activity, the teacher gave the example analytical exposition text by using Realia, but some of the students not give attention to the teacher. So, the students get difficulties in making an analytical exposition text by using realia. It means that all of them weren't familiar about analytical exposition text especially by using Realia.

When the teacher explained the material there were around four students didn't give attention. Then the teacher gave example of analytical exposition text and asked them to analyze but some of them could not analyze it, because they still difficult in understand the material about analytical exposition text. In elaboration activity, when the teacher asked the students to put choose one of media in the table some of them didn't want to do it because they felt shy. Then, the teacher gave individual test but several students didn't do their test individually. It means that some students still confused about analytical exposition text. In post activity there were some students who talked with other students when the teacher concluded the material.

Then, the teacher applied Realia to teach analytical exposition text. In this cycle the teacher had to work hard to explain and to make the students understand about analytical exposition text. In using Realia, when the teacher put some Realia in the table most of them still talk with other and did not to come forward to choose the real media that will they use to help them in making analytical exposition text.

Based on observation sheet in the second meeting in cycle 1, there were still found unexpected condition, but it was not as often as the first meeting. It can be seen from pre activity in greeting all of the students had come in the class and had ready to study English. for unexpected condition can be seen from pre-activity in Checking the students' readiness by asking some questions, Several students didn't answer the teacher's question because some of them didn't study, they showed they responded by giving smile. In exploration some students didn't give

respond when the teacher asked the material the last meeting because some of them forgot and didn't study. Still in exploration, when the teacher gave example by realia in analytical exposition text, several students didn't give attention to the teacher.

The Several problems also found in main activity in exploration. It was noted that several students just kept silent and only few students who answered the teacher's question. But most of them answer by opening their book, it means that most of them forgot and didn't study. Then, the teacher reviewed the material the previous meeting to remind them about analytical exposition text. Here, the teacher gave the example by using Realia in analytical exposition text, so that the students knew how to use Realia as a media in writing analytical exposition text before they wrote analytical exposition text individually.

The elaboration activity, Students chose their groups by themselves, it was spend much time and the teacher divided the students into 5 groups. Several students in each group did not did it seriously when the teacher gave analytical exposition text for each group and asked them to analyze it, around two or three students in each group did it seriously. It means that 5 students in each group inappropriate and gave them apportunited to talk the other topics. Meanwhile, in *writing* activity, several students did cheating with other students.

As the result of observation sheet in cycle 2 showed that the researcher added quis to make the students more active to answer the question. The result of the observation sheet showed that this cycle there were improvement. In greeting

activity all of the students had joined in the class and most of the them gave repond and attention to the teacher. In cycle 2, the researcher only gave assignment in group by giving quiz because the time didn't enough to give individual assignment. Then, the researcher continues to the next meeting in cycle 2 in order to improve their writing skill especially in analytical exposition text.

Based on the result of observation sheet in cycle 2 described that many students were enthusiastic in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to simple analytical exposition text by using Realia, Almost all of the students could make it. It means that most of them had familiar in make a text by using Realia. That condision made the students easy to write analytical exposition text by their own word.

Having the students had familiar in the use of Realia, the teacher guide the students to make analytical exposition text together with the students in white borad. That activity made the students active to give their opinion to support the text. Based on the result of the research, the researcher concluded that the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 could be more active in teaching writing analytical exposition by using Realia.

Based on the result of observation sheet in cycle 3 described that many students more enthusiastic than before in teaching and learning process in almost all of the activity. In exploration when The teacher asked the students to simple analytical exposition text by using Realia, Almost all of the students could make it. It means that most of them had familiar in make a text by using Realia. That

condition made the students easy to write analytical exposition text by their own word.

Having the students had familiar in the use of Realia, the teacher guide the students to made analytical exposition text individual with the new topic (about realia around them especially in school yard, for example: basketball, grass, flagpole) then the students make an analytical exposition text in their paper. The teacher also gives students some clues that help them to find a new word or paragraph, such as: the color, interesting part of that realia that she or he likes. That activity made the students active to give their opinion to support the text and in other way, they get new atmosphere (out of class). Based on the result of the research, the researcher concluded that the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 could be more active in teaching writing analytical exposition by using Realia.

5.2 The Use of Realia to Improve Writing Analytical Exposition text of the eleventh Grade Students of SMK Tamansiswa Kudus in the Academic Year 2014/2015.

According the research finding before the researcher did the first cycle, the researcher found the daily test score used as preliminary data to know about the problem of the research. From the average score of daily test of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 was **62.03**. And it could be categorized **sufficient**. There were students got the score in writing was under KKM, so it was important for the teacher to improve their writing skill.

The researcher choose Realia as media to improve writing skill especially in analytical exposition text of eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015. To know the students' writing skill the teacher asked the students to write analytical exposition text. To measure the students' writing skill the researcher used it based on component of scoring guidance. There are five components that used to measure the students' ability; those are content, organization, vocabulary, mechanic and grammar.

5.2.1 Cycle 1

The students who got the lowest score it was because they still got difficulties in doing writing test, especially they were low in grammar, so some students made grammatical mistakes in making sentence or paragraph. They also had difficulty in word choice; the vocabulary that was used in producing an analytical exposition text was still limited. Then, the students also found the problem in mechanics writing, 'they still difficulty in using punctuation such as "commas, semicolons, capital letters" in writing text. And the last problem that the student got in writing is. A content or idea, the students could not write the unity and completeness sentence in paragraph, because the students still confused when they wrote an analytical exposition text and they missed a part of the generic structure.

There were 29 students in the class and 15 students who got the lowest score was under passing grade (KKM) and 14 students were passed in doing the test in cycle 1. It happened because it is the first time for the students used new curriculum and the English teacher did not give chance to the students to involve

in teaching and learning process. She also always in front of class, it made the students who sit in the backside could do anything they want, like talked with other friends and put their head on the table. The researcher found that 42% students who active in the class. Then, the teacher did not control the students; she just gave the instruction in front of the classroom and the teacher didn't pay attention to the students that sit in the backside. It means that the students' achievement in writing analytical exposition text was still low. So, the students writing skill need to be more improve.

From the test of the students, it could be concluded that the average of the of students' test taught by using Realia of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015 on the first cycle was **66.5**. And it can be categorized **sufficient**. The highest score which the student got was 85 and the lowest score was 50.

Based on the result of research instrument, the researcher concludes that the teacher should explain more about the material. So the students did not confuse to do it. The teacher must be more creative to make the class more interesting. The teacher should give the students chance to involve in teaching learning process and used games to make students enjoy. Besides that, teacher also designs the lesson plan by improving the students' writing ability.

5.2.2 Cycle 2

Based on the problem of cycle 1, the students still difficulties in grammatical mistakes in making sentence or paragraph, difficulties in grammar, mechanics writing, content or idea. The teacher changed the teaching process in

cycle II to solve the cycle I problem. To invite the students spoke up; teacher also designed the lesson plan to increase the students' activity. The teacher did more interaction to the students, so they felt enjoy followed the teaching learning process in the class. In this cycle the researcher asked to the teacher to used game in teaching and learning process. The teacher used game in teaching and learning process. Most of the students seemed comfortable with their partner and enthusiastic in learning process by using realia in teaching writing analytical exposition text.

Based on the finding in chapter IV, the students' achievement in cycle 1 to cycle 2 was increased. In cycle 2, the result of the students' average score was 77.8. 1 student was got the lowest score and 28 students were passed in doing the second test. The highest score which the student got was 95 and the lowest score was 50. Based on the average score which was gotten by the students, it could be said that the criteria of students' achievement was **good**, but still needed improve. The result could be concluded that the students still made some grammatical mistakes and also their still confused in producing an analytical exposition text using realia especially to find the realia by themselves.

The students who got the lowest score it was because they difficulties in doing writing test, especially they were low in grammar, so some students made grammatical mistakes in making sentence or paragraph. Then, the students also found the problem in mechanics writing, 'they still difficult in using punctuation such as "commas, semicolons, capital letters" in writing text.

5.2.3 Cycle 3

Based on the problem of cycle 2 about grammatical mistakes and also their still confuse in producing an analytical exposition text using realia especially to found the realia by themselves, the researcher asked the teacher to use realia (nature and sport) as a media in teaching and learning process in producing an analytical exposition text.

The researcher had the several suggestions to the teacher to solve the problem about the condition of learning atmosphere. Those were moving the learning process into the field. The teacher gave example about flag pole and the teacher shown the analytical exposition text about flag pole to the students one by one and the students observed the text. Then the students made the text with the same topic with the correct one. When the students still made a mistake the teacher took some notes to revise by them. From action in the cycle 3, the teacher known that the students could overcome their problem in the previous cycle. It meant they could make analytical exposition text appropriately.

The students' achievement in cycle 1 only 14 students were passed in doing the test. It was different from the result in cycle 2. Many students got score more than passing grade and only 1 student were failed and 15 students got excellent score. And in cycle 3, there is no one students that failed. Based on the explanation above the researcher concluded that Realia can improve the writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in academic year 2014/2015.

The result of the students' got score 82.24. All of the students were passed in doing the last test. The lowest score was 75 and the highest score which the students got was 100. Based on the average score which was gotten by the students, it could be said that the criteria of students' achievement was **excellent**.

In this cycle the students' problem in producing an analytical exposition text was solved. So, the researcher stopped the cycle in cycle 3.

Table 5.1 the Improvement result of Achievement test

Cycles	Average Score	Percentage	Categorized
Cycle 1	66.5	66.5%	Sufficient
Cycle 2	77.8	77.8%	Good
Cycle 3	82.24	82.24%	Excellent

Based on the table above, it can be summed up that using Realia can improve the writing analytical exposition text of the eleventh grade students of SMK Tamansiswa Kudus in the academic year 2014/2015.